



WILLOW
BROOK
PRIMARY

Positive Behaviour Policy

Date: September 2022
Next review: September 2023

Aim

We want Willow Brook Primary Academy to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other and therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one of our pupils to be the very best they can be in all areas of school life. The drive and ethos of this policy is wholly positive with the expectations contained within designed to focus on positive actions, that demonstrate a clear model of what it means to be a model Willow Brook child, rather than what children should not do.

Willow Brook has worked with UNICEF and is a Rights Respecting School. By using the *UN Convention on the Rights of the Child* (UNCRC) as a foundation, we as a school community are committed to ensuring that our children experience a childhood that is characterized by happiness, a time where their talents and uniqueness is nurtured and they are taught how to lead healthy and happy lives as responsible and active global citizens.

The following articles from the UNCRC are the foundation of this policy:

Article 6 – survival and development. Every child has a right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 – Children have the right to be heard. Parties shall assure to the child who is capable of forming their own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child

Article 19 – protection from all forms of violence. Governments must do all they can to ensure that children are free from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 – every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – goals of education. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

We believe children have the right to:

- Feel safe in school, emotionally and physically.
- Be treated with respect.
- Be treated fairly.
- Have free choice.
- Have their opinions heard.
- Learn without interference from others.
- Expect an apology if they are treated unfairly.

We also believe that with rights come responsibilities. Children have a responsibility to:

- Make others feel safe in school, emotionally and physically.
- Treat other people with respect.
- Be fair in how they do things.
- Look after school equipment.
- Listen to others when they express their opinion and consider their point of view.
- Express their opinions calmly and politely.
- Abide by the decisions made by adults in charge.

- Let everyone learn without interference or disruption.
- Understand and accept that people make mistakes.
- Apologise when they treat others unfairly.
- Give their best effort and be ready to learn at all times.
- Be the best that they can be.

We know that when relationships between all members of the school community are positive, everyone benefits, feels safe and is able to learn and thrive at Willow Brook.

We recognise that the majority of the children at Willow Brook consistently demonstrate excellent learning behaviours and it we are committed to ensure that these children are celebrated as positive role models for the whole school community.

What do we want the children at Willow Brook Primary School Academy to be and what would that look like?

- Happy – lots of laughter, children learning and playing together in different groups.
- Independent – managing resources, resolving their own problems, on task.
- Open minded – accepting difference, listening to others, trying new things.
- Respected – others asking their opinion, going to them for help and advice, listened to, views taken seriously.
- Respectful – treating people the way you would want to be treated, understanding consequences and accepting consequences of actions, polite to everyone.
- Confident – speaking up, being brave, having the courage of their convictions, not following the crowd, holding their own when working with other schools.
- Self-motivated – willing to give it a go, persevere even when it is difficult, not always needing a ‘carrot’.
- Safe and secure – talking about things that are upsetting them and making them unhappy, not being hurt.
- Have high self-esteem – sense of worth, proud of themselves and proud of their school, recognising their achievements.
- Caring, sympathetic and considerate – looking after children who are finding something difficult, supporting others, not making fun of others difficulties, understanding how someone else feels.
- Healthy – eating healthy food, happily running around during playtimes, actively involved in PE and after school sport, have an understanding of what is a healthy lifestyle.

We believe that it is through promoting and developing positive behaviour, our children will become responsible and fair citizens of the world, who value different genders, cultures, races, life styles, languages and religions represented in our school and wider community.

Rights Respecting Behaviour and Core Values

We have a set of rights respecting behaviours that we call our ‘Golden Rules’:

- Be Ready – always ready to learn, right attitude, right place
- Be Respectful – we are a rights respecting school, all people and property in the school are worthy of respect
- Be Safe – always being and keeping yourself and others safe

The Golden Rules are displayed around the school and in the playground so that they can be referred to when talking to children about behaviour.

Everyone in the school has shared rights and responsibilities. These three golden rules support everyone to ensure that these rights are protected and fosters the individual sense of responsibility to both ourselves and others within the school community. It is vital that these rules are regularly discussed and referred to within the context of supporting everyone to develop positive relationships.

In addition to the Golden Rules, all pupils are encouraged to adopt the S.W.A.T code (Stop, Walk away, tell an Adult, Talk about it.)

Willow Brook is a **Telling School** – we do not keep secrets because secrets do not keep us safe.

Underpinning all of this is are our set of school values: **Caring, Creative, Collaborative & Critical.**

We believe that everything we do at Willow Brook instils these four values within the lives of our children and we are proud of the way our children respond to the high expectations these values set.

Managing challenging behaviour

In the context of the UNCRC, adults act as duty holders and are responsible for ensuring that the articles of the convention are upheld. This means that all adults are responsible for reinforcing the agreed expectations of behaviour in a calm and collected way for all children in our school. Behaviour that goes against the values and rights outlined in this policy must and should be challenged in a way that quickly ensures that the appropriate lessons are learnt and the learning can continue.

As an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach, there is an element of flexibility to address the needs of specific children.

Teachers use consistent systems within daily teaching in order to promote positive behaviour and deploy effective behaviour management skills both inside and outside their classrooms. The ethos and vision outlined in this policy lays the foundation that is expected. Our positive system in the classes helps to promote the happiness of all the children, meanwhile ensuring that the experience all the children have at Willow Brook is consistent. Our whole school values, Creative, Collaborative, Caring and Critical ensure that pupils understand what and why positive behaviour is expected in school.

When children demonstrate the school values

We recognise and celebrate positive behaviour by:

- Verbal praise which is specifically linked to what has been done well.
- Value Cards – children collect signatures when visibly displaying the school values. Ten signatures enable a child to visit SLT where they talk about their exemplary behaviour and are awarded a book to take home.
- Dojo Points - children can earn points for showing positive behaviours and embodying the values of the school community.
- Red carpet assemblies celebrating success.
- Billy's Golden ticket – children embodying the school community values can be nominated to spend time with Billy, the school dog
- Golden Time – this takes place every Friday afternoon
- Letters/ certificates home celebrating positive achievements.

- Positive phone calls home
- Postcards home from SLT

Learning Ambassadors

Every year, pupils and teachers in each class, select pupils to become Learning Ambassadors. These pupils represent all the values of a Willow Brook child and are role models of how to put these values into practice every day. They are inducted as ambassadors in a celebration assembly at the beginning of the school year and graduate from this role when they move onto their next class in the academic year. As part of their roles, pupils carry out book looks, run activity clubs and reflect on the effectiveness of new ideas or strategies that are implemented within the school. They also take part in the interviewing process for members of staff and tour visitors in our school.

Dojo Points

Class Dojo is an online support tool for teachers to re-inforce the positive learning culture that is present throughout the school.

Points can be awarded in class and out of class and is a whole school approach to celebrating good behaviour and manners. Every adult in the school can award points to pupils who show the Willow Brook values.

For example, walking sensibly around the school, showing good manners, being polite and helpful as well as having an excellent attitude to learning, demonstrating consideration, care, and kindness.

Redirecting negative learning Behaviours

Where possible staff will redirect pupils back on task without using a consequence or warning. Examples of ways in which staff may do this are:

- Tactical ignoring.
- Reminders of expectations of behaviour.
- Praising children who are behaving and working well.
- Talk groups.
- Move pupil to a less distracting position.

Challenging negative behaviours and consequences

It is important that all children see that everyone has the same expectations. During class time, we expect all children to be on task and learning and not stopping others from enjoying their right to learn. Therefore, we expect all adults to deal with unacceptable behaviour appropriately and immediately.

We are very clear that it is the *behaviour* we are unhappy with not the child.

We also understand that negative behaviours are a form of communication and so we endeavour to always be *curious*, *not furious* when a child displays behaviour outside of the expectations.

However, when things do go wrong, we will follow the following steps:

We will always refer back to charters and the golden rules when discussing behaviour with children.

Step 1

- When pupils make the wrong choice about their behaviour they will be given a verbal warning.

Step 2

- If a child continues to misbehave they will be given time out of class and sent to a partner class room in the same year group.
- **Parents will be informed of the incident by the class teacher at the end of the school day.**

Partner Classes

Reception – Waterloo + Lambeth + Westminster
Year 1 – Globe + Savoy + Old Vic
Year 2 – Adelphi + Vaudeville + Sadlers' Wells
Year 3 – Tate + Haywood + National
Year 4 – Serpentine + Saatchi + Whitechapel
Year 5 – Birkbeck + SOAS + Imperial
Year 6 – UCL + Goldsmith + Kings

Step 3

- If a child continues to misbehave, a member of the SLT will become involved and parents will be informed with next steps discussed.

At Willow Brook we will not tolerate physical attacks, bullying, racism, homophobia, sexism or any form of bullying that is based on difference. Such serious behaviour will always be addressed immediately by the Senior Leadership Team. Please see below for further guidance.

Stage 3 behaviour incidents will be recorded on Edukey.

Unacceptable learning behaviours will also be discussed calmly and more generally in the context of a whole class circle time or P4C session if appropriate.

Sometimes, persistent negative behaviours can cause a barrier to the learning of the child and their peers. As an inclusive school we will seek to ensure that our children receive the best support possible. When this is becoming the case a wider team, together with the SENCo will support pupils more widely by:

- Creating and promoting positive behaviour patterns and programmes.
- 1:1 or group sessions.
- Supporting parents – meet with parents on a regular basis to support the pupil's behaviour and help refer parents to appropriate agencies.
- PSP (pastoral support plan) – designed to provide support for pupils who are at risk of exclusion or have been excluded in the past. The LA can often advise and support the school and parents.
- FAP (Fair access panel) – is a panel of head teachers who meet to make decisions regarding the future of pupils who are unable to adhere to the values of the school. A

pupil reaching this stage could be recommended for a managed move or further interventions.

We have a board of Governors that support the school. Anne Powell is the link Governor for safeguarding, under which the remit of this policy falls.

Serious Behaviour Issues

As explained above, we are a **telling school**. Any incident of bullying, racism, sexism, homophobia or any other form of discriminatory behaviour are serious breaches of the expectations we have for each other within the school community. They are totally unacceptable forms of behaviour and will always be dealt with firmly and decisively.

What pupils should always do if they feel they are the victim of any such behaviour is to **Tell Someone**.

All staff will act positively when notified and follow the following procedure.

In cases of such serious behaviour, such as fighting, racist language, homophobic language, sexist language, wilful damage of property, **a child will be sent straight to a member of SLT without being given a warning**.

This may also result in the child being sent home immediately. The SLT member discusses the behaviour of the pupil with a view to two outcomes:

1. Reflection time with SLT using restorative conversation: Pupil thinks of strategies to repair the situation and reports back to the SLT member at the end of the day. Pupil returns to class with the aim to stay on track, followed up by a phone call or letter home. Parents/ carers are informed of situation and next steps for improvement and next steps if no improvement made.
2. Parent/Guardian meeting: This can take the form of a restorative conference or a planning meeting for an individual behaviour plan with a target sheet to complete and may require prioritising support and intervention.

Serious behaviour incidents will be recorded on Edukey.

Immediate Parent Conference

At this meeting an internal or external exclusion can be adopted and will then be explained to the parent. Internal school exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident.

We follow the statutory guidance from the Department for Education in relation to exclusion. We believe that strong home-school partnerships, with parents and school working together, are vital if we are to support children who find good behaviour challenging. Parents are informed of any concerns or positive behaviour achievements.

Low Level Disruption

This can take up a great deal of time and detract from learning as well as cause a great deal of stress for pupils and teachers and therefore needs to be addressed. In the context of the classroom, it is the responsibility of the teacher and other adults to ensure that low-level disruption is challenged quickly and calmly, in a way that ensures that no further learning time is lost.

Clear and concise expectations around the positive behaviour outlined in this policy will help pupils understand their part to play in managing their behaviour with effective reminders helping pupils follow through with those strategies. Many of the strategies that teachers employ to direct pupil attention back to the learning in the moment and are very useful for tackling low-level disruption.

For example:

- Anonymous & positive framing: Picking out examples of expected behaviour without naming names. “I can see four people have already opened their exercise books.”
- Targeting specific pupil behaviours: Naming and reminding particular pupils what they should be doing using concise language. “Edward: facing your partner.”
- Private correction: If pupils need a further reminder or sanction, doing this privately, where possible, in a quick one to one conversation avoids class attention and saves face for the pupil. For example, quietly saying to an individual “That’s a first consequence. I should see you facing your partner discussing the work.”
- Highlighting the benefits: Teachers can briefly remind pupils of the purpose of the task and how it might help them achieve their goals during the task. “Knowing your number bonds will help you solve numerical problems much faster.”

Restraint of pupils

Adults in school have had specific training in positive handling of pupils. All staff are aware of the need to keep pupils safe and also how to keep themselves safe in a situation where a pupil requires 1-1 support or positive handling. Please see intimate care/restraint policy for further information.

Parent Partnership

The role of a parent/carer is vital to the success of maintaining positive relationships within the school community. Staff at Willow Brook will inform parent/carers of any concerns at the initial stages and develop a working relationship where the pupil recognises a united message of zero tolerance. The school will support and sign-post parent/carers to outside agency support and operate open forms of communication.

Expectations of Parent/Carers own behaviour in and around the school

In line with Local Authority Code of Practice and other Health and Safety legislation, aggressive or confrontational behaviour by parents/carers is not acceptable.

All staff and pupils have a right to be safe and be treated with respect during the school day.

In the event of a parent/carer displaying any form of aggressive behaviour/confrontational behaviour the Head, Deputy Head, or Assistant Head will act to solve the matter.

At no time is it the responsibility of the person at the receiving end to accept such behaviour.

Unacceptable behaviour can include a combination of the following:

- Swearing
- Confrontation
- Physical contact
- Sexist language
- Homophobic language
- Aggression

Initially, school staff will endeavour to diffuse the situation by following these steps:

- The adult will be asked to leave
- If the adult is not co-operative, the police will be called
- A letter summing up the occasion of confrontation will always be sent as a record and a copy placed on the child's file and brought to the attention of the relevant staff. At no point is this a reflection of the child.
- In severe cases, the Head will discuss with the chair of governors banning the adult in question from the school site.

In the cases of disputes between parents/carers the above action will be implemented for either or both parties. We have strong links with the local police force and if appropriate will request the community police officer to mediate between both parties.

Willow Brook recognises that disruptive/aggressive behaviour is rare and would like to thank all parents/carers within our school family for their continued support.

However, Willow Brook has a zero tolerance policy of any negative behaviour towards either a child, member of staff or other adult within the school community and will apply the steps outlined above in this policy.

This policy is reviewed by the Griffin Schools Trust Board and the school each year.